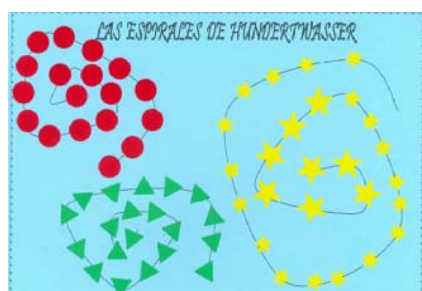


También decoramos los pasillos del centro para la navidad, al estilo Hundertwasser.

Llegó el día del árbol; y creamos nuestro árbol de Hundertwasser.



Pero la idea de este autor gustó tanto que llegó el Carnaval, y a nivel de centro se decidió trabajar el arte, así que los niños/as de Infantil nos disfrazamos de Hundertwasser.

El resultado de este trabajo fue excelente y el objetivo de aproximar el arte en los niños/as mediante el lenguaje plástico fue muy motivador. Todo este trabajo hizo que los alumnos conocieran diferentes técnicas, nuevos materiales y diferentes maneras de expresar sus pensamientos. ●

Romantic period

Título: Romantic period. **Target:** 4º ESO. **Asignatura/s:** Inglés. **Autor/a/es:** María José Ayaso Vilar, Licenciada en Filología Inglesa.

Romanticism was an intellectual or artistic movement which originated in the 18th century in Germany during the Industrial Revolution.

It was considered a reaction against Enlightenment period, specially against classical conventions or the rationalization of nature in art and literature and it is characterised by subjectivism, emotion and nationalism.

The term romantic comes from “romance” which is a prose or poetic heroic narrative originated in medieval and romantic literature. Some critics think that the adjective “romantic” was a posthumous invention; it was coined in the 20th century. Although the romantic movement is conceived as a way of feeling and understand the human being, it would be good to mention that it developed in

different ways in each country. In this case, we can consider that there were two different periods in the Romantic movement developed in England. It meant a change in the tastes of the time. Mythology and Medieval traditions were emphasized and a new feeling with nature was cultivated (Wordsworth and Coleridge.)

Some of its main influences were: Homeric and Oriental literature; Rousseau's "Julie or la nouvelle Héloïse" (1761): for Rousseau the context of education is not society or family but nature; "Sturm und Drang" (storm and stress): it was a movement against literary conventions which was born in Germany by Friedrich Maximilian Klingler. This movement was the prelude to the Romantic movement there. These ideas were taken to Europe by the French writer Germaine Necker.

We can also mention some of its main features:

- Strong nationalism in each country: This feeling implied a collective spirit among society.
- Emotions vs. reason: In this period feelings and emotions were very important for every individual.
- Originality vs. tradition: Originality was very rewarded among artists. They didn't want to follow traditional patterns.
- Creativity vs. imitation: This feature is very employed in literature and art. Authors tried to create their own works without seeing earlier models. They wanted to innovate.

According to politics, the romantics were very radical and revolutionaries in an individualistic level. Because of this radical individualism we can say they were conservative. So they were revolutionary and conservatives at the same time.

Main Topics

- - Egocentricity- There is a set of oppositions comparing with the man in early periods. Now, the man is related to nature, imagination and sympathy, creativity and freedom. Although, they also think as a community; there is a centrality in the subject but this subject is not necessary an individual. The man creates his own soul when he is aware of his feelings. This egocentricity comes from Kant's philosophy because he took philosophy inside human beings and he also assessed feelings in the act of knowledge.
- - Aesthetic education- According to H.R. Jauss, aesthetic education was a reaction to the failure of the French revolution to translate legal reforms into historical and political transformations. For romantic people the true school is nature, so the best context for education should also be nature. If you want to transform a society, you must start by educating people and the best context for it is nature. The French Revolution try to obtain a new social order which is not obtained because it is necessary to educate individuals. Schiller thought that people had to be educated and the free play of art could provide the model for education; other people, such as Schelling suggested that the artifice of art was insufficient as a foundation for education; if art was trustworthy it was because it is the voice and consci2ousness of nature.

- - The idea of progress- It is a base term in the great narratives. Most of the people were very worried about acquiring power and progressing; so it is related with the idea of improvement. This is the ideal of a capitalist society.
- - Freedom- This is a key term in the Romantic period because it is understood as a human need to explore himself and all the things around him. In the community individuals are free because they are not ruled by the conventions while in a society there are some rules of behaviour.
- - Love and death- Romantics associate love and death. Love is an attraction for them because it is thought to be a way of learning and death is conceived as a principle of life. Romantics found in death the complete freedom of their own souls.
- - Religion- There are different opinions according with religion but, in general, Romantic people thought that religion was an interior feeling an intuition of divinity which makes them being nearer to God. God is thought to be inside the human world and we have to communicate with him because of enthusiasm and love.
- - Nationalism- There is a strong vindication of the national spirit. People tend to be very patriotic and they defend their own community as an important and basic thing.

SOME IMPORTANT FIGURES

Mary Shelley

Mary Wollstonecraft Shelley was born in London in August 1797. Her mother, Mary Wollstonecraft, died because of a strange fever 10 days after giving birth to her daughter. She was a famed feminist, educator and writer who wrote the famous work: "A Vindication of the Rights of Woman" (1792). Her husband, William Godwin was a writer and political journalist and he is considered to be the father of philosophical anarchism.

Mary Shelley's father left to care for her accompanied by her older half-sister Fanny Imlay. In her childhood, Mary was left to educate herself in her father's intellectual circle. She received an excellent education, which was not very usual for girls at that time. In 1812, Godwin sent her to live in Dundee. Mary published her first poem at the age of ten. She met Percy Bysshe Shelley, a political radical and free-thinker like her father, when Percy and his first wife, Harriet visited Godwin's bookshop in London. Percy was unhappy in his marriage, and he began to visit Godwin more frequently; in the summer of 1814 he and Mary fell in love and finally they married in 1816. The union of Percy and Mary was not only romantic but also literary. Over the following years, Mary's work was to take care of her own children by Percy, occasional friends, and Claire's daughter by Byron. Shelley moved continuously from place to place; first in England and then in Italy. She suffered the death of her infant daughter Clara outside Venice, after which her young son Will died too, in Rome, as Percy moved their home again. Mary had resigned herself to her husband's self-centered worries and his romantic enthusiasms for other women. The birth of her only surviving child, Percy Florence Shelley, consoled her somewhat for her losses. Eventually they settled in Lerici, a town in Italy, but it was here where Claire learned of her daughter's death at the Italian convent to which Byron had sent her. And it was from here, in July 1822, that Percy sailed by the coast of Livorno to plan the founding of a

journal with a group of friends. But he was caught by a storm on his return and he drowned at sea on 8 July 1822; he was 29 years old. Percy left his last poem, a work called "The Triumph Of Life", unfinished. Mary tried to promote her late husband's work, including, editing and annotating unpublished material. She helped to build his reputation as one of the major poets of the English Romantic period. But she also found occasions to write a few more novels, including "Valperga: The Life and Adventures of Castruccio, Prince of Luca"; "The Fortunes of Perkin Warbeck", "Lodore", and "Falkner". Critics say that these works do not reach the power and fame of Frankenstein; "The Last Man", is sometimes considered her best work. But her masterpiece is without doubts "Frankenstein" which was finished in the spring of 1817.

Some critics think that this story is related to her own life, since she was outcast of society since she was born because her father tried to teach her all the good things in life and he only let her have contact with important people of the time.

Mary Shelley died of brain cancer on 1 February 1851, in London and she was interred at St. Peter's Churchyard in Bournemouth, in the English county of Dorset. She was fifty three years old when she died. At the time of her death, she was a recognized novelist. She was one of the most important figures in Romanticism's second generation, next to John Keats and Lord Byron.

Edmund Burke and Thomas Paine

The French Revolution might extend to England but there were some opposite reactions. On the one hand, Edmund Burke was a conservative man who wrote a book entitled: "Reflections on the Revolution in France" (1790) in which he did not reject revolution but he defended the privilege of feeling. Feeling and traditions were presented as opposites to faith and transformation because writers and thinkers didn't feel they belong to a society as a whole and a tradition. They thought reason is not enough, you need something more than this. It is very difficult to connect people with universal humanity but they could do it by their own attachments. Burke emphasised historical tradition against rational universe.

On the other hand, Paine was a universalist whose most famous work is "The Rights of Man" (1791-1792) in which he defended the French Revolution against the attacks by Edmund Burke. He reacts in favour of the French Revolution and he defended suffrage and the right to vote but he also talks about manhood, public education, retirement pensions, full employment and social reforms.

Wordsworth and Coleridge

Wordsworth was a famous romantic poet whose main work was "The Prelude". He was known as "the poet of nature". His poetry was essentially empirical so he recorded the evidence of his senses. In his poems, he celebrates the spirit of man, living in harmony with his natural environment and away from the corrupt city.

Coleridge was an English poet, critic and philosopher who was one of the founder of the Romantic movement in England and one of the Lake poets. Both of them were very important in the Romantic

period because they published a joint volume of poetry entitled "Lyrical Ballads" (1798) which was considered to be the starting point for the English romantic movement.

Although Wordsworth wrote more poems than Coleridge to the volume, Coleridge's first version of "The Rime of the Ancient Mariner" was the longest poem and drew more attention than anything else.

One of Wordsworth's most famous poems, "Tintern Abbey", was published in the work, along with Coleridge's "The Rime of the Ancient Mariner". The second edition of "Lyrical Ballads" was published in 1800 this time Wordsworth was the only author; it was included a preface to the poems, which was augmented in the 1802 edition. This Preface to Lyrical Ballads is considered a central work of Romantic literary theory because Wordsworth discusses what he sees as the elements of a new type of poetry, one based on the "real language of men" and which avoids the poetic tradition of the eighteenth-century. He defined poetry as "the spontaneous overflow of powerful feelings from emotions recollected in tranquility." A fourth and final edition of Lyrical Ballads was published in 1805.

CONCLUSION

It was a bit difficult for me to choose a specific topic in the history of English to make an essay. But finally I decided to talk about Romanticism because I think it was a very peculiar moment in the history of English language.

This movement meant a break with earlier periods and any kind of tradition, so it was very revolutionary. It is also interesting for me because Romanticism developed in different ways in each country and I will try to explain how it was particularly in England. Besides, I think that there are some figures who were very relevant for the later development of English life despite they couldn't seem so important. ●

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